

Fork Shoals Elementary

916 McKelvey Road
Pelzer, South Carolina 29669

Grades	K-5 Elementary School	
Enrollment	561 Students	
Principal	Christopher D. Ross	864-355-5000
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	46	20	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Good	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes

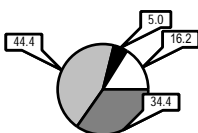
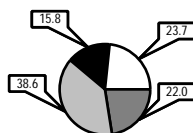
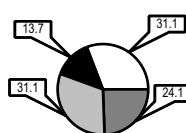
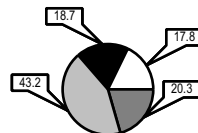
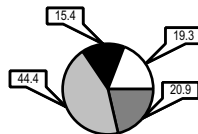
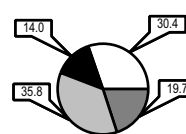
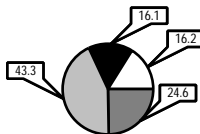
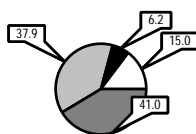
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	262	99.6	15.8	44.6	34.6	5.0	53.3	Yes	Yes
Gender									
Male	148	99.3	24.4	45.0	25.2	5.3	44.3		
Female	114	100.0	5.5	44.0	45.9	4.6	64.2		
Racial/Ethnic Group									
White	225	99.6	15.0	40.3	38.8	5.8	58.7	Yes	Yes
African American	23	100.0	25.0	75.0	0.0	0.0	10.0	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	10.0	80.0	10.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	205	100.0	8.4	45.5	39.8	6.3	61.8		
Disabled	57	98.3	44.9	40.8	14.3	0.0	20.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	262	99.6	15.8	44.6	34.6	5.0	53.3		
English Proficiency									
Limited English Proficient	13	100.0	23.1	69.2	7.7	0.0	23.1	I/S	I/S
Non-Limited English Proficient	249	99.6	15.4	43.2	36.1	5.3	55.1		
Socio-Economic Status									
Subsidized meals	109	100.0	19.6	56.7	23.7	0.0	40.2	Yes	Yes
Full-pay meals	153	99.4	13.3	36.4	42.0	8.4	62.2		

Mathematics – State Performance Objective = 36.7%									
All Students	262	99.2	23.3	38.8	22.1	15.8	55.4	Yes	Yes
Gender									
Male	148	98.7	28.2	36.6	19.8	15.3	53.4		
Female	114	100.0	17.4	41.3	24.8	16.5	57.8		
Racial/Ethnic Group									
White	225	99.6	20.4	38.3	23.8	17.5	58.7	Yes	Yes
African American	23	95.7	55.0	45.0	0.0	0.0	15.0	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	30.0	40.0	20.0	10.0	60.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	205	100.0	18.3	37.2	25.7	18.8	62.3		
Disabled	57	96.5	42.9	44.9	8.2	4.1	28.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	262	99.2	23.3	38.8	22.1	15.8	55.4		
English Proficiency									
Limited English Proficient	13	100.0	30.8	38.5	15.4	15.4	53.8	I/S	I/S
Non-Limited English Proficient	249	99.2	22.9	38.8	22.5	15.9	55.5		
Socio-Economic Status									
Subsidized meals	109	99.1	35.1	42.3	13.4	9.3	39.2	Yes	Yes
Full-pay meals	153	99.4	15.4	36.4	28.0	20.3	66.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	262	99.6	30.8	31.3	24.2	13.8	37.9
Gender							
Male	148	99.3	31.3	32.8	22.1	13.7	35.9
Female	114	100.0	30.3	29.4	26.6	13.8	40.4
Racial/Ethnic Group							
White	225	99.6	25.2	32.5	27.2	15.0	42.2
African American	23	100.0	80.0	15.0	0.0	5.0	5.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	50.0	40.0	10.0	0.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	205	100.0	22.0	33.0	28.8	16.2	45.0
Disabled	57	98.3	65.3	24.5	6.1	4.1	10.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	262	99.6	30.8	31.3	24.2	13.8	37.9
English Proficiency							
Limited English Proficient	13	100.0	46.2	38.5	15.4	0.0	15.4
Non-Limited English Proficient	249	99.6	30.0	30.8	24.7	14.5	39.2
Socio-Economic Status							
Subsidized meals	109	100.0	45.4	29.9	20.6	4.1	24.7
Full-pay meals	153	99.4	21.0	32.2	26.6	20.3	46.9

Social Studies							
All Students	261	100.0	17.5	43.3	20.4	18.8	39.2
Gender							
Male	147	100.0	19.1	41.2	20.6	19.1	39.7
Female	114	100.0	15.6	45.9	20.2	18.3	38.5
Racial/Ethnic Group							
White	224	100.0	16.5	39.8	23.3	20.4	43.7
African American	23	100.0	40.0	50.0	5.0	5.0	10.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	0.0	90.0	0.0	10.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	205	100.0	11.5	42.4	23.6	22.5	46.1
Disabled	56	100.0	40.8	46.9	8.2	4.1	12.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	261	100.0	17.5	43.3	20.4	18.8	39.2
English Proficiency							
Limited English Proficient	13	100.0	15.4	69.2	7.7	7.7	15.4
Non-Limited English Proficient	248	100.0	17.6	41.9	21.1	19.4	40.5
Socio-Economic Status							
Subsidized meals	109	100.0	25.8	50.5	16.5	7.2	23.7
Full-pay meals	152	100.0	11.9	38.5	23.1	26.6	49.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	82	100.0	7.4	35.8	44.4	12.3	56.8
	4	95	100.0	17.4	40.2	40.2	2.2	42.4
	5	74	100.0	22.5	63.4	12.7	1.4	14.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	98.6	3.0	33.3	51.5	12.1	63.6
	4	98	100.0	19.3	45.5	33.0	2.3	35.2
	5	93	100.0	22.6	51.2	23.8	2.4	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	82	100.0	11.1	46.9	19.8	22.2	42.0
	4	95	100.0	16.3	43.5	23.9	16.3	40.2
	5	74	100.0	26.8	50.7	14.1	8.5	22.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	98.6	6.1	40.9	24.2	28.8	53.0
	4	98	100.0	25.0	36.4	30.7	8.0	38.6
	5	93	98.9	35.7	38.1	11.9	14.3	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	71	98.6	13.6	36.4	30.3	19.7	50.0
	4	98	100.0	29.5	36.4	27.3	6.8	34.1
	5	93	100.0	45.2	21.4	16.7	16.7	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	70	100.0	3.0	45.5	21.2	30.3	51.5
	4	98	100.0	14.8	47.7	27.3	10.2	37.5
	5	93	100.0	31.0	36.9	13.1	19.0	32.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 561)				
First graders who attended full-day kindergarten	98.2%	Up from 97.6%	100.0%	100.0%
Retention rate	3.8%	Down from 5.1%	2.5%	3.0%
Attendance rate	95.8%	Down from 96.1%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%	Down from 9.2%	3.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%	Down from 5.6%	2.6%	3.2%
Eligible for gifted and talented	18.3%	Up from 15.4%	18.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Up from 11.6%	7.7%	8.2%
Older than usual for grade	1.1%	Down from 1.5%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	62.2%	Up from 56.3%	54.5%	52.6%
Continuing contract teachers	62.2%	Down from 78.1%	84.6%	83.3%
Highly qualified teachers	100.0%	Up from 93.5%	93.8%	93.5%
Teachers with emergency or provisional certificates	7.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 86.9%	88.4%	87.0%
Teacher attendance rate	94.3%	Down from 96.0%	94.9%	95.0%
Average teacher salary	\$40,734	Up 2.9%	\$42,836	\$41,703
Prof. development days/teacher	9.2 days	Down from 18.1 days	11.8 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	5.5	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.7 to 1	19.8 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 90.6%	90.3%	89.8%
Dollars spent per pupil*	\$5,012	Down 14.5%	\$5,806	\$6,242
Percent of expenditures for teacher salaries*	64.4%	Down from 64.9%	67.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fork Shoals School has the very highest expectations for our students. Our School Improvement Council and Faculty Planning Teams have worked together to develop goals, strategies, and evaluation measures of our comprehensive school improvement plan.

The following is a summary of our areas of focus. We want students to demonstrate respect, be responsible and to use their education to act in their communities. We want to improve student communication skills. We want students to use multiple strategies to solve a variety of problems. We want to increase academic rigor and challenge students to commit to create quality work.

Our goals are directly related to the district wide emphasis of raising the academic challenge and performance for each student. We measured these goals by evaluating student work and test scores and by analyzing parent, student, and teacher surveys. After a comprehensive review of data, Fork Shoals successfully completed its 5-year Southern Association of Colleges and Schools Accreditation in March of 2005.

The 2004-05 school year is the 3rd year of implementation of the International Baccalaureate Primary Years Program. After an evaluation visit in November, Fork Shoals has received formal authorization. The IB techniques employed are changing the learning process by integrating multiple subjects, points of view and cultures to enhance and encourage a deeper understanding of topics and perspectives. This program, along with multi-year goals, demonstrates the innovative and collaborative efforts to drive academic improvement for all students through inquiry-based teaching aligned with rigorous learning standards. All grade levels have completed multiple units of inquiry. Students are involved in research and using technology to find and/or present information. The teaching staff continues to attend additional training with the International Baccalaureate Organization. Teachers continue to benchmark other schools engaging in inquiry-based teaching in order to improve the execution of the Primary Years Program.

Fork Shoals will continue to implement the International Baccalaureate Primary Years Program during the 2005-06 school year. This guided inquiry based program combines high academic expectations and problem-solving skills. The program seeks to develop a more fully developed, culturally aware, and educationally empowered student. Teachers will continue to develop their plans of inquiry and attend staff development. Clearly, we are progressing toward providing our students a world-class education.

James Soniat, SIC Chair 2004-05

David Johnstone, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	85	40
Percent satisfied with learning environment	100.0%	86.9%	97.5%
Percent satisfied with social and physical environment	97.4%	90.5%	97.5%
Percent satisfied with school-home relations	97.4%	86.9%	82.1%

*Only students at the highest elementary school grade level at this school and their parents were included.